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ABSTRACT

The manual is designed to provide educators, parents, and severely handicapped students in Santa Clara County (California) with a guide to a 4-year transition process. The process has four components: transition foundation (basic skill development from birth to age 21), transition process (planning and implementation of training and other services from age 14), transition culmination (gradual shifting of responsibility from the educational system to the family and adult service delivery system during the last 2 years of secondary school and the first 2 years after school separation), and transition followup (the monitoring of student outcomes and provision of referral services by the educational system for 2 years after movement into employment and the community). Specific sections of the manual focus on the roles of special education, of parents and students, of the Vocational Transition Specialist, and of agencies. Specific activities for each of the 4 years before a student graduates are outlined and detailed with development of the Individualized Transition Plan a key part of year 1, exploration of options important in year 2, and becoming acquainted with adult service providers part of years 3 and 4. Various questionnaires to help evaluate options and programs are included. (DB)

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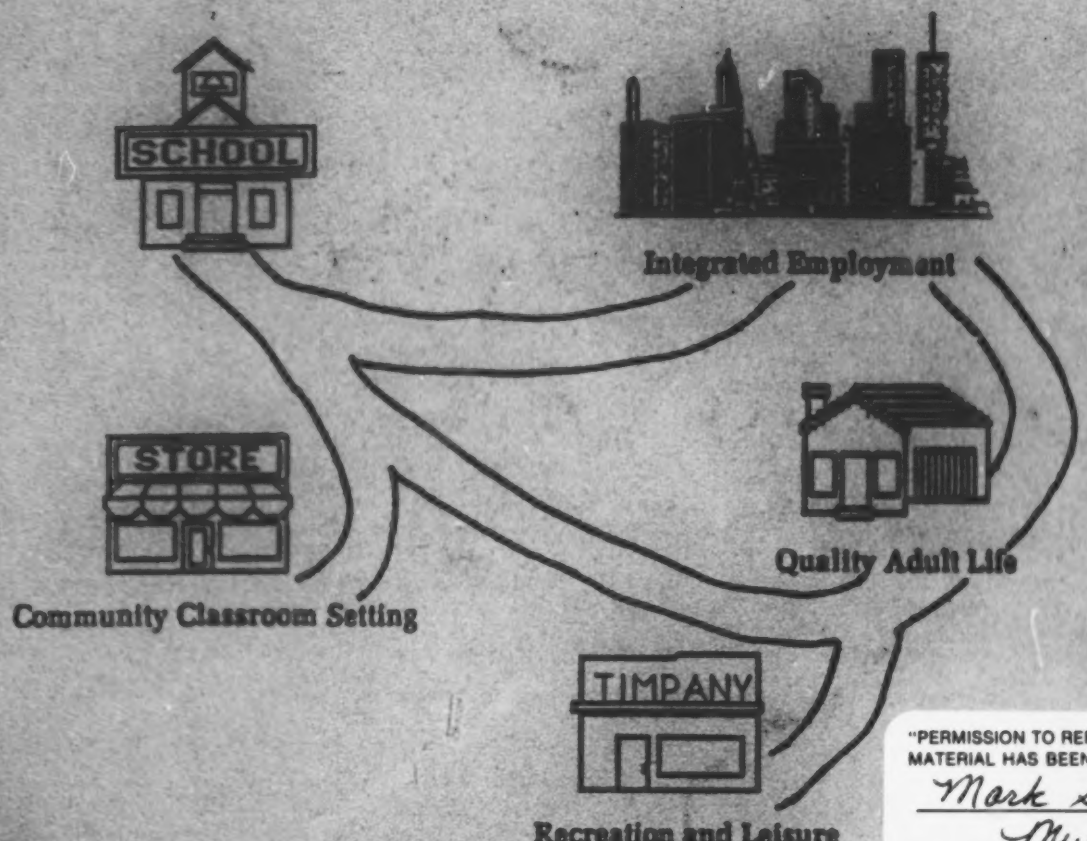
A Road Map to Transition

for

Young Adults with Severe Disabilities



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Introduction

Since 1983, assisting handicapped students to transition from school to work and adult life has become a part of Special Educations role and services. Special educators have traditionally ended their role when students graduated or left the school system. Many feel unprepared to help students and parents connect with adult agencies and services.

This manual is designed to help educators, serving students with severe disabilities in Santa Clara County, provide transition assistance. Special educators, parents and students, and adult agencies play key roles in providing transition and their roles will be defined in the manual. A road map to help guide students and parents through a four year process is described. A listing of agencies students are likely to transition to in Santa Clara County is also included. It is hoped that the contents of this manual will help many more young adults with severe disabilities to attain productive and satisfying adult lives.

I Transition to Adult Services

WHAT IS TRANSITION?

In January, 1987, California* adopted the following definition of transition:

Transition is a purposeful, organized, and outcome oriented process designed to help every student at risk move from school to employment and a quality adult life.

Expected student outcomes of a successful transition are meaningful employment and participation in the community, including living arrangements, social and recreational activities, and on-going educational opportunities.

Transition assumes that the California educational system is responsible for providing not only quality educational opportunities but also coordinating with other services and activities designed to help the student move to a successful adult life.

"Students-at-risk" are those who experience barriers to successful completion of school including individuals with exceptional needs and special needs.

Successful transition has several components:

a. TRANSITION FOUNDATION: The foundation provides the opportunity for students to gain the skills necessary for successful involvement in employment and adult life. The foundation is laid as soon as exceptional needs are identified and continous until the student completes movement from school to work and adult life. This could occur as early as one or two months of age and continue through age 21.

b. TRANSITION PROCESS: The Transition Process, beginning by the 9th grade or age 14, involves the student, the family, key educational personnel, adult service and other providers working together to access needs, plan and implement education, training and other activities.

   Planning is a critical part of the Transition Process. A written plan is developed and implemented for each student no later than age 14 or the ninth grade. Planning is a joint effort involving the student, the family, educational personnel, adult service and other providers.

c. TRANSITION CULMINATION: The span encompassing the last two years of secondary school, the point of separation from school, and the following two years is a critical period.

*Special Education Division, (1987) California State Department of Education

During this time, responsibility shifts from the educational system to the student, the family or the adult service delivery system. During this period the student engages in activities related to life in the community.

d. TRANSITION FOLLOWUP: The California educational system will be responsible for following the student for two years after movement into employment and the community, monitoring and evaluating student outcomes, analyzing the implications of this evaluation for transition programs, and referring students and/or their families to other providers if necessary.

Figure 1 illustrates the components of transition in California. Santa Clara County's "road map for transition" will begin to work with the student as early as age 14, providing vocational assessment, ITP's, employability and adult living skills & training for career & adult living needs. Educators will help parents and students develop the bridges to transition needed:

1. No special services, if the student has acquired the ability to function independently in life as he/she leaves school. Connections with adult training and education options such as community colleges may be the transition option here.

2. Time limited services, such as Department of Rehabilitation, for students who will need support/assistance for a limited period.

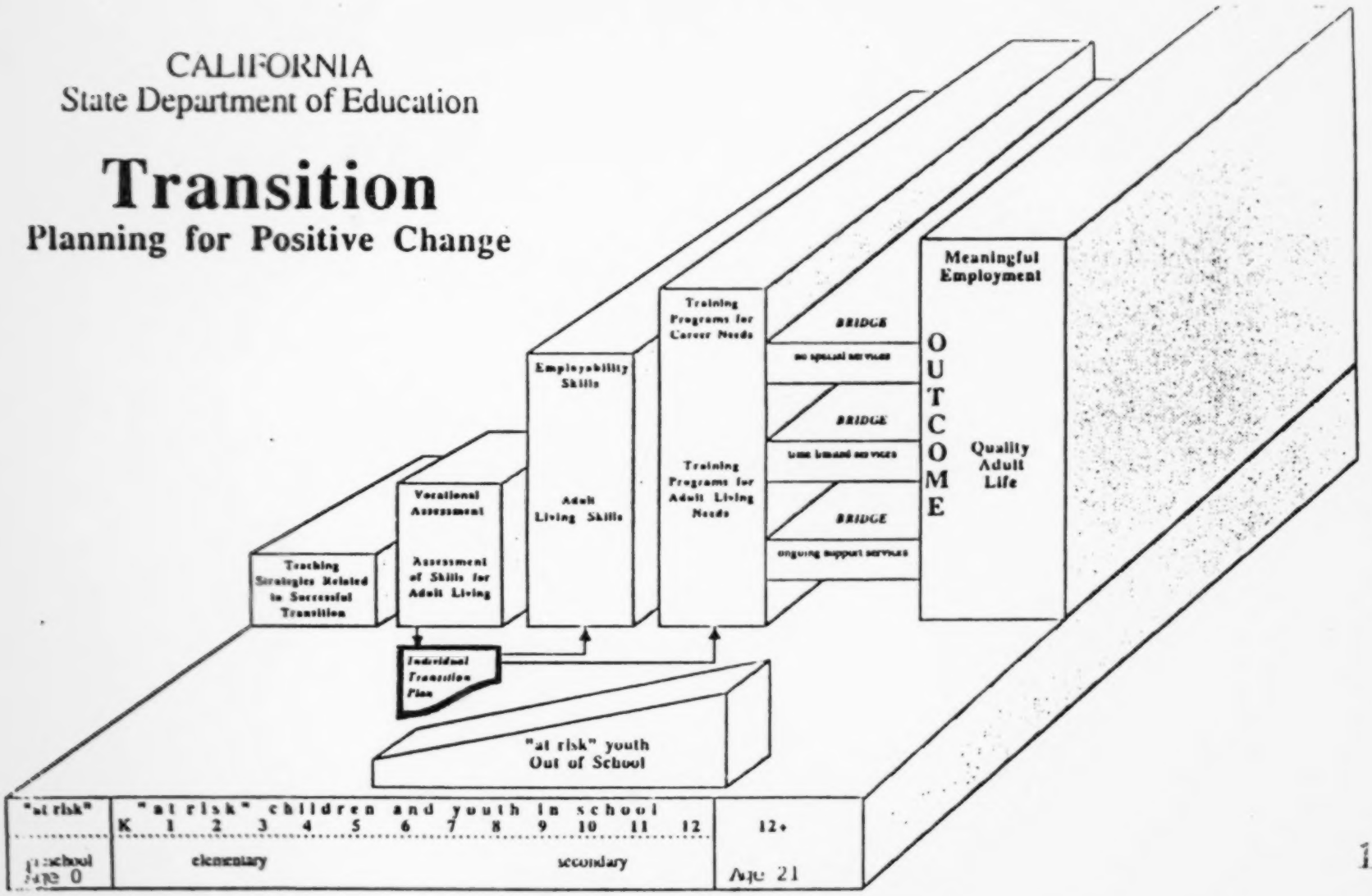
3. Ongoing support services, such as Regional Center, and SSI, for students who will need support/assistance for an extended period.

Figure 2 illustrates the programs in schools & the community in California which can be part of the transition process. Many of the options for quality adult life listed in figure 2 will be discussed in this manual.

CALIFORNIA
State Department of Education

Transition

Planning for Positive Change



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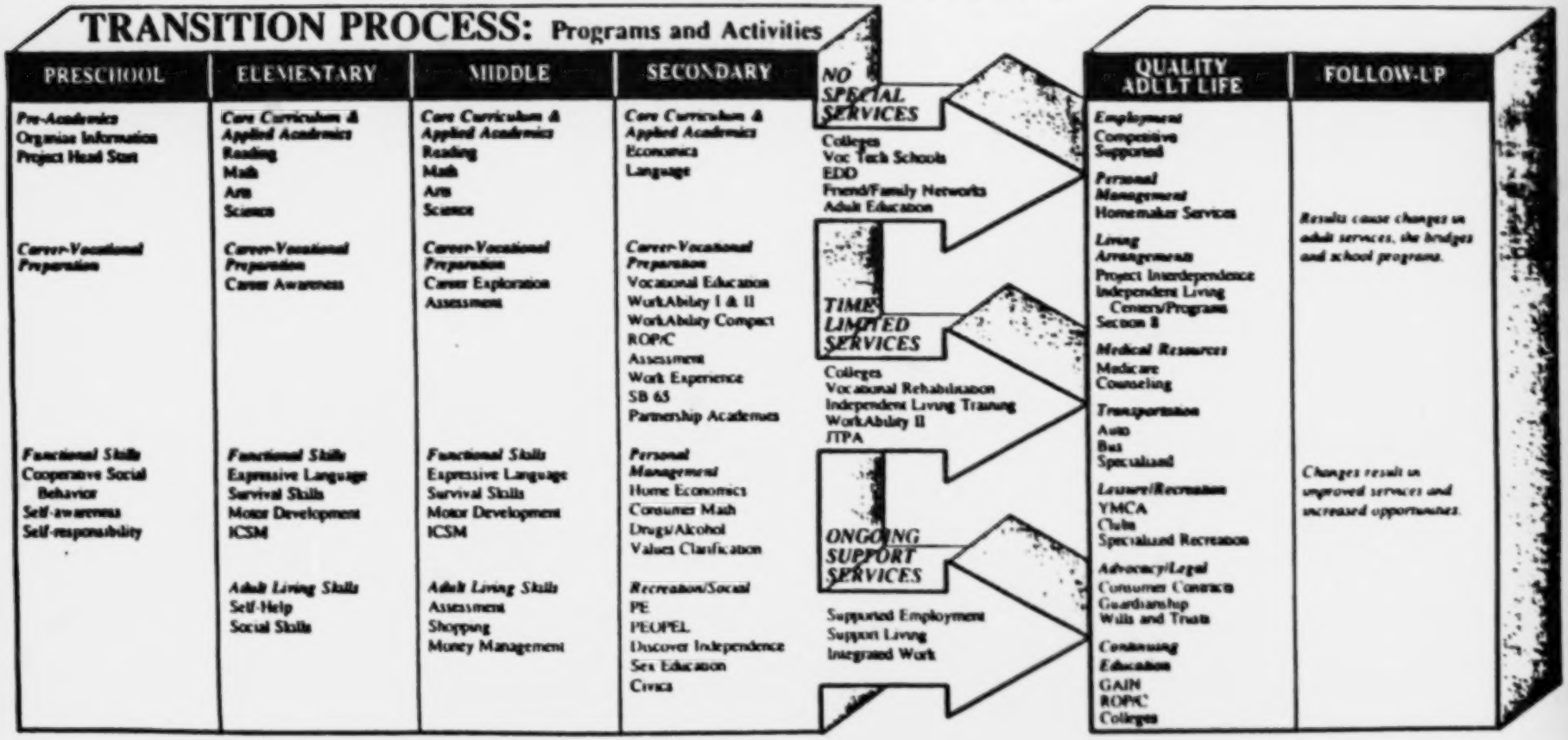

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Figure 2. Programs Related to Transition

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II Role of Special Education

DOES SPECIAL EDUCATION HAVE A ROLE IN TRANSITION?

As mentioned earlier, California has determined that the educational system is responsible for "coordinating with other service delivery systems ... to help the student move to successful adult life." Special education has a primary role in this coordination for students with disabilities. Special education as a system should:

1. Identify and develop formal and early contact between school and adult services.
2. Provide parents and students with transition information.
3. Identify students, assess transition needs and write transition plans (part of IEP) 4 years before graduation.
4. Develop a school data base of students needing transition in the next 4 years and exchange data with adult services.
5. Develop actual mechanics of transition with agencies.
6. Provide inservice to school and adult service staff.
7. Assist students and parents as they make transition connections.

Special educators will play varying roles including many of those listed above as part of the transition process. They will most certainly:

1. Acquire knowledge about adult services.
2. Provide a supportive atmosphere for parents and students to change/ acquire transition skills.
3. Assist and guide parents and students in making their transition decisions.
4. Document the process through the ITP.
5. Assess functioning levels related to transition i.e. work behaviors, social skills, independent living, vocational skills.
6. Assist the student in acquiring skills needed for transition i.e. work behaviors, social skills, independent living, vocational skills.

The special educators role will evolve as transition services and connections evolve. This manual describes the current role special educators of the severely disabled in Santa Clara County play in transition.

III Role of Parent and Student

WHAT ROLES DO PARENTS AND STUDENTS HAVE IN TRANSITION?

Parents and students should learn about transition early, elementary school or even before, but often students are high school age before the topic arises. Parents and students need time to acquire new information and assimilate it. Educators should understand that parents and students need time to process the idea of transition and make changes in values and expectations before they move on to other more active roles.

Initially parents and students have the role of learners. They need to learn about:

1. This new concept of transition.
2. When school services end.
3. What adult services are available and how they differ from school services.
4. The issues they will address as the student becomes an adult.
5. Their new roles as parents or students in transition.

Once parents have gathered information about transition, they can participate actively in the transition process. Though there are no specific guidelines for parents to follow, there are several roles they may play in transition.*

Members of the Team Parents and students are required by law to be included as members of the IEP team. If transition planning becomes a regular part of the business of the IEP team, parents, as members of the team, are involved in transition planning.

Providers of Information Parents and students frequently can provide information about the child's daily functioning and past history which would otherwise be unavailable to the professionals working with the child. Parents and students have personal information about the child's medical history and needs, family history, independent living skills, and social/emotional development.

Sources of Values Parents have goals and values for their child which should be understood and supported by the professionals working with that child. Transition sometimes involves making decisions about important issues like whether to mainstream a student, or begin community-based training. The "right" decision in these matters is not always clear. Parents' values can have a strong influence on what options are eventually chosen.

*Kelker, K. and Hagan, M. (1986). Parents and transition: A self-teaching workbook. Billings, MT: Montana Center for Handicapped Children.

Determiners of Priorities The sequence of skills which should be taught to a special education student is not always carefully laid out, especially if those skills involve community-based training. It is important in the planning process to set priorities on how to spend the student's time. Sometimes conflicts arise between scheduling and therapy, mainstreaming opportunities, and community/based instruction. Parents can help professionals decide how to resolve those conflicts by establishing which items should come first.

Case Managers Because of their ongoing commitment and interest, parents can be effective monitors of their child's program over time. They can draw the attention of professionals to areas which are not being covered or services which are not being provided. They can point out inconsistencies in the child's program and areas in which better coordination between programs could be accomplished.

Advocates Probably the most important role that parents can serve is as advocates for their child. Parents can advocate in the school system and community for those service options which are not now available, but which should be developed to meet their child's needs and the needs of others. As their child moves through the school system and into the community, parents can continue to be the most consistent and knowledgeable advocates in the service system for their child's unique needs.

Role Models Parents can be effective adult role models for their children with handicaps, especially if they include their children in doing some of the daily tasks that adults normally do.

Risk Takers It is sometimes difficult for parents to let go of their children and allow them to grow up. This process of "letting go" can be particularly difficult when a child has handicaps and has required a great deal of extra care and concern from parents. There is, however, danger in restricting and protecting handicapped children unnecessarily. Children with handicaps need experience just as other children do. Parents have to be willing to take some risks and allow their children with handicaps to experience frustration and failure so that they also have the chance to learn from their mistakes.

HOW SHOULD PARENTS BE INVOLVED?

For parents to be effective in the roles they assume in transition planning, they must be knowledgeable about their child's needs, the service options which are or could be available, and the processes within the school system and service agencies for accessing services. School personnel certainly have a duty to inform parents about the results of evaluations of their child and of their rights under the Education of the Handicapped Act. In addition , when plans for transition are being made, parents should receive detailed information about the options for future placements and the requirements for accessing and being successful in those environments. The more that parents know, the more that they can be helpful members of the IEP team which is planning transition.

Ultimately, of course, the final planning decisions are made by parents.

Specific ways of involving parents can include the use of the following tools: Parent/Guardian Transition Questionaire, (figure 3) and home inventories. The Parent/Guardian Questionaire can be given to the parents at the first ITP meeting, or sent to them prior to the meeting to be filled out and brought with them to the meeting. A home visit/interviewer can also provide you with a chance to establish a working relationship with parents and gather important information about their desires, concerns and home support for the childs' transition.

Figure 3. PARENT/GUARDIAN TRANSITION QUESTIONAIRE

The following questions will help you think about the services your son or daughter will need after leaving the public schools. Your answers to these questions will help school staff determine how to assist you in planning and locating services for your son or daughter.

1. Please give the age, grade level and date of graduation of your son or daughter:

   Age _____ Grade _____ Graduation Date (if known) _____

2. What are your current post-school plans for your son/daughter?

3. What do you want for your son/daughter during the next year, in 5 years, 10 years?

   Recreation/Leisure:

   Vocational:

   Community:

   Domestic:

4. What most concerns you about the future of your son/daughter?

5. When your son/daughter made a transition in the past, e.g. from one school to another, what were the problems encountered, if any?

6. Are you presently in contact with any agencies that will or may be involved with your son/daughter after graduation? Do you plan on making or maintaining contact?

7. What do you anticipate to be your level of involvement with your son/daughter upon graduation from high school? Is this acceptable to you?

8. With whom and where would you like your son/daughter to live? Specify the nature of the living situation, e.g., apartment, house, etc.

9. Where would you like your son/daughter to work? Specify the nature of the work.

10. What recreational/leisure facilities has your son/daughter utilized? Which ones would you like him/her to use upon graduation from high school?

11. In what areas do you feel that you or your son/daughter will need assistance for post school planning?

Vocational Work	_____	Placement	_____
Work Training	_____	Financial	_____
Residential Placement	_____	Recreation/leisure	_____
Social Relationship	_____	Independent Living	_____
Transportation	_____	Sexual Avareness	_____

WHEN SHOULD PARENTS ADDRESS TRANSITION FROM SCHOOL TO ADULT LIFE?

Parents want to be involved in the whole process of their children's education, but they should be particularly included and informed about transition planning at the IEP meeting held when the child is approximately 4 years from graduation. Transition issues should then be addressed at each annual meeting held to review the child's IEP.

HOW CAN PARENTS HELP WITH THE TRANSITION FROM SCHOOL TO WORK AND ADULT LIFE?

There are a number of ways in which parents can help with preparation for transition from school to work. The following is a partial list of these activities:

1. Doing financial planning, including making a will, getting a Social Security number for the student, applying for SSI.
2. Making a determination about guardianship.
3. Encouraging self-reliance and independence at home.
4. Reinforcing good work habits.
5. Modeling and monitoring good grooming habits.
6. Providing sex education.
7. Encouraging and facilitating social activities with peers.
8. Helping the student to set realistic goals.
9. Encouraging the student to work at a community job or a job in the home or neighborhood.
10. Teaching daily living skills like cooking, cleaning, doing wash.
11. Encouraging money management, budgeting, saving.
12. Developing leisure time skills like participation in sports, daily exercise, hobbies, computer or table games.
13. Helping the student to develop advocacy and self-management skills or assisting the student with these skills.

TO WHAT DEGREE CAN STUDENTS BE INVOLVED?

Students should be involved in planning and following through on transition goals to the greatest extent possible. Students can complete activities and discussions in class which help them think about their future. They can visit programs to explore possible vocational and living placements. They can provide input on how they feel, their concerns and wishes for their future.

Some students can be taught self-advocacy, assertion and self-management skills. Don't sell the student short. Begin early to challenge the students to consider, plan, make decisions about and learn the skills needed for transition.

IV Role of the Vocational Transition Specialist

WHAT IS A VOCATIONAL TRANSITION SPECIALIST (VTS) AND WHAT IS THEIR ROLE?

Transition efforts can be most effective if they are coordinated with one person who has expertise in career/vocational education and transition acting as a linkage between special educators, vocational educators, related service personnel, and adult agencies. Secondary students with disabilities can be better served and transitioned if there is one person at a school, district or county level, who sets up the linkages between special education, related services and adult services. This "vocational transition specialist" can oversee the cases of students, to insure that transition services are flowing smoothly for them at the right times in their educational experience.

VTS's act as facilitators in providing transition for handicapped individuals. They serve in many capacities including:

1. Acting as a resource to students, parents, special education teachers, administrators, related service personnel in schools.

2. Providing a communications link between schools, agencies and the community.

3. Acting as a resource to adult agencies and indirectly to vendors.

4. Acting as a vocational case manager for handicapped students to insure adequate transition linkages are established.

5. Providing information about vocational assessment, curriculum, instruction and equipment modifications.

6. Assisting in IEP and ITP development, placement decisions and follow-up activities.

In Santa Clara County, during 1987-88, a VTS will act as a mentor to special education teachers to help them acquire the skills and knowledge to help facilitate transition. The VTS will be available to model transition counseling to parents and students, to assist with agency referral and information as needed, and to monitor the transition of 20 "at risk" students during the year.

Special education teachers should contact and work with the VTS during the year. The VTS is available to help you in any of the capacities described above.

V Role of Agencies

WHAT ROLES DO ADULT SERVICES AGENCIES HAVE IN TRANSITION?

Representatives from public or private agencies are involved in transition, generally during the last one to two years of school. As part of the transition process they:

- Share information about eligibility requirements for their services;
- Provide information about community options for living arrangements, transportation, jobs, leisure time activities, case management, and financial resources;
- Begin a process for making the student eligible to enter programs (i.e., place on waiting lists, fill out preliminary forms, write IWRP or IPP);
- Participate in ITP's as appropriate.

Representatives from Regional Centers, Department of Rehabilitation and Habilitation are the public agencies most often in attendance at ITP's. These agencies act as brokers matching the services of private agencies (called vendors) to their clients.

DO AGENCIES CURRENTLY HAVE COMMUNITY BASED OPTIONS FOR STUDENTS TRANSITIONING TO THEIR SERVICES?

Many school leavers with special needs, their parents and their teachers are finding that the years of community based education in schools are not resulting in community integrated placements upon leaving school. Often they are finding their choices limited to segregated settings. This frustration has led to parents, concerned teachers and professionals working to develop closer community organization, collaboration and cooperation.

Comprehensive, community integrated service delivery to the student/consumer with special needs requires considerable cooperation and collaboration by agencies and resources in the local community. Successful community collaboration and cooperation is usually characterized by a solid commitment by professionals to providing outcomes and life choices for the disabled person first, and agency and or institutional survival second.

Parents and concerned school instructors and administrators can impact the adult system in order to create meaningful life choices for students with special needs as they enter adulthood.

As they become more aware of the benefits of community-based instruction parent, student, and the instructors, will begin to advocate for community-based choices from traditional adult services. In order to meet these needs, it will require a great degree of interagency cooperation and collaboration. With time and retooling adult agencies will be able to provide more community based options.

VI The Road Map - A Four Year Process

WHY START TRANSITION FOUR YEARS BEFORE A STUDENT GRADUATES?

Transition cannot be a last minute effort. Parents and students need time to address issues, deal with emotions, assimilate new information and become active participants. Agencies need time to develop the slots and services students will use. Schools need time to prepare the student with skills and assist the parent and student in making connections.

California has defined the process of transition as an activity spanning four years or more. The four years of activity can include:

4 years before - awareness and assessment

- School conducts first IEP/ITP meeting.
- School, parents, and students develop transition goals and objectives.
- School fosters awareness for parents and teachers.
- School assesses student in 8 areas (see sample ITP).

3 years before - exploration and preparation

- School conducts IEP/ITP meeting, reviews case and updates transition goals.
- School prepares/trains students in 8 areas.
- Parents and students explore various work, residential and leisure options.
- School assesses and determines potential for eligibility for Regional Center.

2 years before - preparation, and transition started

- School conducts IEP/ITP meeting and updates transition goals.
- Regional Center opens case and IPP developed.
- Parents and student, school, and agency define their responsibilities regarding income issues, services, recreation options, social relationships and independence training.
- School continues preparation in 8 areas.
- School and parents explore other options if Regional Center is not a possibility.

1 year before - placement and transition

- Regional Center or other appropriate agencies attend final ITP to determine work option, work training and residential options.
- Agencies define referral procedures and services.
- School defines follow-up procedures.
- Participants define any remaining responsibilities regarding 8 areas.

The stages and activities of transition if spread out over 4 years, allow time for change for parents and students; for skill and behavior training for schools; and for development of service options for agencies. Transition should not be a rushed or a one shot effort but a well planned and executed series of events.

VII Year One - The ITP

Introducing the Transition Process:

What is transition? What do I want for my child? What does the student want? What can the parent, student, teachers and agencies do in the next four years before the student graduates? These are some of the questions that ITP meetings should address. There are three distinct purposes for an ITP:

1. The development of an agreed upon perception of the student's adult needs and life style.

2. The identification of skills that are critical in the student's home, school, and community which lead to success in the adult world.

3. The identification of services that may or may not currently exist which will provide the necessary services and support.

What kinds of goals and objectives should be put in an ITP. are these different from the IEP?

The ITP will be a part of the IEP meeting each year. Many of the goals and objectives in the IEP address transition preparation to some degree i.e., travel training, use of money, work behaviors. Transition goals should look at the issues listed in the checklist (figure 4) and should address long term planning. The IEP, in contrast, focuses on short term (1 year) planning and only on the tasks school personnel will complete in that year.

The members of the ITP planning team can include:

- Members of student's IEP team
- Special education teacher
- Vocational coordinator
- Parents/care givers
- Case managers
- Habilitation/rehabilitation representative
- If appropriate, occupational/physical therapist
- Any adult service agencies who have been targeted for service provision after graduation

To document and outline the transition plan developed in the IEP meeting an Individualized Transition Plan (ITP) form should be used. Figure 4 is a checklist of issues to consider in the ITP. These issues should be raised at the IEP meeting with parent, student, and educator input requested. The discussion should result in long term goals addressing these issues. Figure 5 is an ITP cover page, followed by the ITP form.

•LaMar, K. and Rosenberg, B. (1987). Synthesis of ITP format and process. Sonoma County SELPA. Sonoma County Office of Education.

Figure 4. TRANSITION CHECKLIST

The ITP team should:

1. Review appropriate records: a) vocational assessment, current ITP, checklists.

2. Selects the transition issues (A through I) to be discussed in this ITP.

3. Develop goals, record actions, list those responsible for actions and write time lines for the mutually agreed upon items listed below:

ITP Issues Checklist

A) WORK OPTIONS - Select one of the following work options: individual supported employment, work station in industry, mobile work crew, benchwork or volunteer program, other.

B) WORK TRAINING - Select one or more of the following services: public school employment training, job placement, job coaching, job-related skill training, follow along services, job advancement/skill training, other.

C) INCOME RELATED ISSUES - Resolve one or more of the following issues: insurance, benefits, income, wages, SSI, medical issues, taxes, food stamps, money management, other.

D) REQUIREMENTS FOR SERVICES - Resolve one or more of the following issues: draft registration, social security number, driver's license, bus pass, graduation certificate or diploma, other.

E) RESIDENTIAL OPTIONS - Arrange for consumer to live in one of the following residential options: staffed apartment or house, room-mate, family home, group home, other.

F) RECREATIONAL OPTIONS - Select one or more leisure/recreational activities in the following range: home, neighborhood, community, church, hobbies, clubs, other.

G) SOCIAL RELATIONSHIPS - Select one or more of the following persons with whom the consumer will establish and maintain relationships: co-workers, family, friends, advocates, counselors, other.

H) INDEPENDENCE TRAINING - Arrange for independent skill training in one or more of the following: transportation, money management, domestic activities, social/sexual issues, medical and dental needs, other.

I) OTHER LONGTERM PLANNING - Wills, guardianship, post-secondary training.

4. Sign cover page to indicate agreement with plan.

5. Below each signature include telephone numbers where you can be reached during the working day.

Figure 5. Santa Clara County Individual Transition Plan
Cover Page

Complete the following demographics:

Student's Name _____ Age _____ Birthdate _____

School _____ Present Residence _____

Graduation/Transition Date _____

VTS/Teacher _____ Date of ITP meeting _____

Transition issues discussed at present meeting:

A B C D E F G H I

Signatures:

1) _____ Parent/Care Provider
_____ Telephone Number

2) _____ Consumer/Student
_____ Telephone Number

3) _____ Name/Teacher
_____ Telephone Number

4) _____ Name/Agency
_____ Telephone Number

5) _____ Name/Agency
_____ Telephone Number

6) _____ Name/Other
_____ Telephone Number

Purpose of Meeting (check those that apply):

_____ Annual ITP review
_____ 1st _____ 2nd _____ 3rd
_____ Other (specify) _____
_____ Final ITP review/IPP

Report of Action Taken at Meeting

_____ ITP developed, revieved and signed by parents
_____ Next ITP Date _____ Person responsible to schedule next ITP_____

Issues to be addressed: A B C D E F G H I

Persons to attend next ITP:

_____Care Provider _____Consumer _____DR Counselor _____Teacher_____

_____Parent _____Regional Center Counselor _____Habilitiation Counselor _____Vendor_____

SANTA CLARA COUNTY OFFICE OF EDUCATION
SPECIAL EDUCATION DEPARTMENT
INDIVIDUAL TRANSITION PLAN

Page__of__
ITP Date _____
Student's Name _____

TRANSITION PLANNIG ISSUES	GOALS	ITP TEAM MEMBER ACTIVITIES					
		PARENT/STUDENT/ GUARDIAN		SCHOOL/EMPLOYER		AGENCY/VENDOR	
		ACTION	TIME LINE	ACTION	TIME LINE	ACTION	TIME LINE

WHAT WOULD AN INITIAL ITP MEETING INCLUDE?

The ITP meeting begins with the introduction of the team members. This introduction includes more than titles or agencies represented. A statement is made of the way members can assist in the process, e.g., "I'm here to share with you Karen's success in community activities."

The purpose of the ITP is described. The intent is to convey to the student and parent that this is their meeting, that their values and beliefs are the focus.

Parents and students might next be asked to discuss the information they have written on the Parent/Guardian Transition Questionnaire (figure 3). This questionnaire can often be distributed earlier at a Back to School Night, a home interview, a Transition Fair (held to enable local adult services to describe their services) or small group parent information meetings.

If a number of transition issues are raised, ITP participants may decide to select 2-4 priority issues to address at this ITP. Other issues should be written down for the next ITP meeting. An ITP meeting should generally end after about an hour.

The end product of an ITP should be goals developed for several transition issues, with defined actions and time lines for parents/students, schools/employers, and agencies/vendors as appropriate.

VIII Year Two - Exploration

Parent and Student Exploration

As part of a parents' and students' gradually increasing role in transition, they may visit work, residential, leisure, and other post-school placement possibilities. These visits can help them:

a) learn more about the adult services and options available,
b) become more comfortable with the idea of their son/daughter assuming a more independent adult role,
c) make decisions which they bring to the next ITP, and
d) make contacts with the adult agencies.

Parents and students to varying degrees may need help from the special educator to identify and contact the options they wish to visit. Special educators can also give them ideas and suggestions on what to observe during the visit. The following checklists (figure 6 and 7) may help parents, students, or even educators assess sites they are exploring as potential transition options.

During year two, schools should focus on preparing/training the student in whatever skills have been identified as needed and lacking for successful transition. The Individual Critical Skills Model (ICSM) can effectively be used to help determine the critical skills to address. Other assessment instructions such as the Vocational Assessment Curriculum Guide (Exceptional Education Publishers) can also be helpful in identifying critically needed skills in work behaviors, personal-social interactions and communication.

During year two, the school should also do a preliminary review of the students' case to determine if the student has an active or inactive Regional Center case, or is potentially eligible for Regional Center services if no case has ever been opened. Regional Center may become the primary transition service provider for students with severe disabilities. If Regional Center is not an option, this should be determined in year 2, so that time exists for other options to be identified in years 3 and 4.

Figure 6. Observation Checklist: Vocational Training Facilities*

This list will serve as a guide to parents and teachers when observing a vocational training facility. It is easy to forget details when you are observing surroundings that are unfamiliar. This checklist will make it easier to keep track of the activities you will see. When observing a potential post-school program remember that what might be ideal for one individual may not be right for another. The items listed are guidelines only; ask other questions, make additional notes.

If you have questions about a facility, write them down as you observe. You can discuss them with a person in charge at the end of the observation period.

Questions to Ask

Philosophy and Practices

1. How long do most clients remain in this placement?

2. How would you determine which job the client will perform?

3. How is work performance assessed? Who receives a report of performance?

4. How do you judge appropriate work behaviors and attitudes? How is the client informed of areas that need improvement?

5. Is there public transportation available? How close? How safe?

6. Is there any effort to match client interest to the jobs being performed?

Staffing Patterns

1. Total number of clients?
2. Total number of staff?
   Administrative _____
   Training _____
   Support Service _____
   List: _____
   _____

   Maintenance-Facility Support _____

3. What are the duties of the training staff?

4. How much individualized training does each client receive?

5. How do staff interact with clients? Do they appear helpful and patient? Do they appear to promote independence?

Physical Environment/Working Conditions

1. Do clients receive a break during the morning and the afternoon? How long?

2. Is there a lunchroom available? Cooking facilities? Can clients leave the premises for lunch?

3. Do the building, grounds, and work areas appear clean and safe.

4. Are the work areas well-lighted and pleasant.

Work Being Performed

1. What jobs are being performed?

2. Are there a variety of skill levels in the jobs available?

3. Are jobs rotated? How often?

4. How is pay determined? What is the average hourly and monthly wage received by clients?

*Horton, Maddox and Edgar (1984). Adult transition model: Planning for postschool services. Bellevue, WA: Edmark Corporation.

Notes: (use additional sheets or back of page)

Figure 7. Observation Checklist: Residential Facilities*

This list of questions will guide parents and teachers when they visit a residential facility. It is easy to forget details when you are observing surroundings that are unfamiliar. These guidelines will make it easier to keep track of the different facilities you visit. When observing a residence that is a potential postschool placement for your child or student, remember that what might be ideal for one individual may not be right for another. Try not to judge the residence against the standards of your own home. But view it as a place to live that is appropriate for a person's first residence. Often parents and their adult children have different perceptions about what constitutes an appropriate residence. The items listed are guidelines only; ask other questions about the residence, write them down as you observe. You can discuss them with a staff member at the end of the observation period.

Questions to Ask

Philosophy and Practices

1. What type of transportation is available? If public, how far is the nearest bus stop? Is it safe to walk there?

2. Can a resident move to another facility? How is that arranged?

3. Who manages the resident's money? Supplemental Security Income? How is this accounted for? Will the resident receive any records?

4. Do you provide transportation to medical appointments?

Staffing Patterns

1. Total number of residents in facility? Total number of residents per unit?

2. Total number of staff?
   Administrative _____
   Training _____
   Support Service _____
   List: _____

   _____

   Maintenance-Facility Support _____

3. What are the duties and hours of the training and support service staff?

4. How do staff interact with clients? Do they appear helpful and patient? Do they seem to promote independence?

5. Do staff have living quarters in the residence?

*Horton, Maddox and Edgar (1984). Adult transition model: Planning for postschool services. Bellevue, WA: Edmark Corporation

Physical Environment

1. In what type of neighborhood is the residence located? Residential, rural, commercial, etc.

2. Is the residence (building and grounds) clean and well-kept?

3. How many rooms are there? What are they used for?

4. Is the bedroom(s) size adequate?

5. Is furniture provided? How much and for what rooms?

6. Is there an outdoor recreational area? Other buildings?

Living Conditions - Group Home

1. What rules are there for curfew, bedtime, and mealtimes?

2. Are meals prepared by residents? Is assistance available? Do residents help decide what is served?

3. How are meals served? What happens if a meal is missed?

4. What household maintenance tasks are residents assigned? Who monitors these?

5. What happens if a person fails to observe the house rules?

6. Can residents have visitors? What are the conditions?

7. Are laundry facilities available? Are residents responsible for their own laundry?

Living Conditions - Tenant Support

Each person who lives in a tenant support apartment will have different needs, and thus receive varying degrees of support services. The areas listed below are the areas about which you should ask questions. Questions should be specific to the potential resident.

1. Meal planning/preparation
2. Grocery shopping
3. Budgeting/banking
4. Access to community
5. Visitors
6. Laundry facilities
7. Preparing for day activities
8. Leisure-time planning/activities

Community Activities

1. What access do residents have to shopping centers, restaurants, and leisure-time facilities?

2. Are residents allowed to move about independently in the community?

3. Are group activities sponsored? What kinds of activities are available?

4. Do residents buy their own food, do their own banking, shopping, etc.?

(Use additional sheets or back of page)

IX Years Three and Four - The Road Map

The Road Map To Regional Center And Adult Service Providers

There are many individuals and professionals involved in transition planning teams. They often consist of vocational transition specialists, students, parents, teachers, psychologists, and the appropriate adult funding agency representative. In the case of the severely handicapped students being served by the Santa Clara County Office of Education, the adult agency San Andreas Regional Center (SARC) should become a primary participant in transition planning for adult services.

Active involvement by San Andreas Regional Center case managers should occur anywhere from two to as early as four years prior to the student leaving school. Their early involvement will insure that the years of community based instruction provided by the school system will be continued into the adult years of the individuals life. Early and continuous involvement by regional center case managers will focus on the total needs of the parents and students and will insure that appropriate adult services with high levels of integration are created in our community in the future.

The purpose of the road map as follows will be to delineate roles and responsibilities of the appropriate school agent, named as Vocational Transition Specialist (VTS) and the primary case management agency, San Andreas Regional Center. With limited budgets and many demands upon the school system, it is imperative that the legally mandated state agency be involved in the transition process. It is also our role to get to the adult service and funding agencies all the information we have in order to insure successful outcomes for our students in community based living and work settings. It is hoped that the outline as follows will insure successful adult outcomes.

Suggested steps to insure referral to San Andreas Regional Center by the VTS:

1. VTS attends annual Individual Education Plan (IEP) meeting to discuss planning for transition to adult services at 14-18 years of age and or not less than four years prior to leaving school.

2. VTS to:

   a. Participate as a member of the IEP team, which should include classroom instructor, parent and/or guardian.

   b. Inform parents of the transition process, which includes roles of the agencies, consumers, and parent role.

   c. Assess and establish long-range transition goals in order to maximize successful transitions to adult services, e.g. work behaviors, transition option exploration, independent living training, recreation and leisure skills training, community based work training. This should be an addendum to the IEP (use Issues Checklist and the Individual Transition Plan (ITP) form). Utilizing these two forms will insure that San Andreas Regional Center will plan for the community based services that the student will need upon graduation. In the future the ITP form may be the Individual Program Plan (IPP) developed by the adult funding agency.

d. The VTS should insure appropriate referral has been made to the case management agency. In the case of students with severe disabilities, the local San Andreas Regional Center should be approached as follows:

1. Identify students aged 16 to 20, who should be pre-screened for transition potential to adult service options.

2. Call intake at SARC at 408-374-9960 to set up a meeting time. At the time of this call or at an informal meeting, the experienced VTS and SARC counselor can review identified students' cases to determine if and which agency they will be eligible for. If a student is revieved as potentially eligible for regional center services, determine if case is open or needs to be reactivated.

3. If client/student has been deactivated or is not a client, have the parent call INTAKE to start the application process.

4. To expedite the process the school is to secure appropriate records for referral to Regional Center. This will help the San Andreas Regional Center to establish client eligibility, reactivate the cases, or to enhance the process by which Regional Center establishes its yearly Individual Program Plans that include long range objective. This annual IPP by Regional Center should begin to match the ITP and IEP. By so doing, the adult services planned for are based on actual agency funding plans, and the school system develops yearly IEP's that target the long range outcomes listed on the Regional Center's IPP.

RECORDS NEEDED IN CUM FILE SHOULD CONTAIN THE FOLLOWING:

a. Release of Information signed by the parent, or if student is 18 years or older, they can sign the release, if not under conservatorship.

b. Current IEP

c. Current Psychological - within three years.

d. Update General Medical-within one year. The purpose is to enhance acceptance by the Department of Rehabilitation for Supported Employment funding if the service is deemed appropriate upon leaving school.

e. Any work experience history or assessment.

f. Other behavior observations and classroom recordings and progress reports that would be useful in establishing the students' eligibility as severely disabled under Regional Center Guidelines.

g. Individual Transition Planning Issues Checklist and appropriate IEP or selected ITP form.

5. The teacher or parent should be instructed to send all information directly to INTAKE by certified mail. The address is S.A.R.C., at 300 Orchard City Drive, Campbell, California 95008.

6. Following completion of the intake process, (including the eligibility staffing by Interdisciplinary Team (IDT) of Regional Center), the regional center will assign a Client Program Coordinator (CPC). The teacher and parent need to work with this identified CPC. Get his or her name and work through this CPC.

7. If the client/student is not determined eligible for Regional Center Services, other options are identified. Parents are informed by Regional Center in writing that they have a right to the Appeal Process. in addition, Regional Center will attempt to make other referrals to appropriate services. Included in the letter of denial for eligibility for regional center services will be the steps to follow for appeal of the eligibility question.

STEPS ONCE REFERRAL HAS BEEN MADE TO REGIONAL CENTER

1. As part of the ANNUAL regional center Interdisciplinary Team Meeting/IPP meeting, the VTS will attend the meetings one and two years prior to leaving school (For either age 16 or age 20).

   There will be a standard invitation to the appropriate school district and the County Office of Education.

2. The final IEP meeting for school leavers is a joint effort between the school system and the Regional Center CPC. At this final meeting, the IEP team members should update and revise the final adult outcomes and insure that the Regional Center IPP is incorporating plans to continue and/or complete the desired educational outcomes. Helpful documents at this session will be the Transition Checklist and other information related to adult agency criteria and placement. These meetings will usually correspond to the twenty-first birthday of the student.

3. All school leavers should be staffed in a timely fashion by Regional Center prior to leaving school. Since some clients have birthdays close to the time of leaving school in June, all regional center clients with birthdays between January and June will be staffed in January, if not prior in order to insure appropriate adult services will be provided. At this final ITP and IPP meeting, the appropriate adult service provider will be identified and invited to the meeting for specific students. At this meeting the VTS will bring the latest ITP.

4. At this final ITP/IPP meeting the Regional Center should develop with the input of education, student, parent, and appropriate others, and Individual Program Plan (IPP) suitable to all at the meeting (See appendix for example of an IPP).

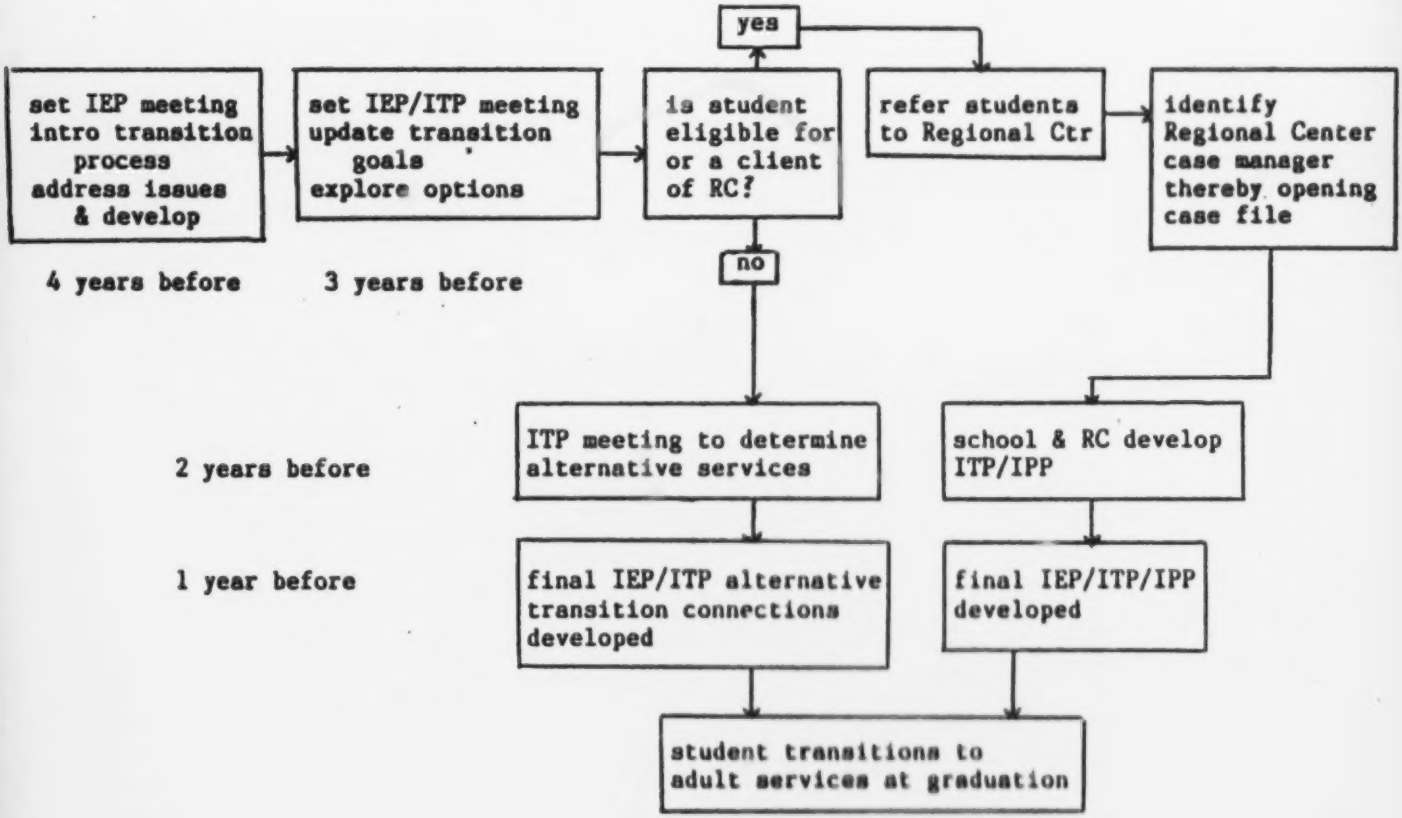
5. At this meeting, other representatives from the Department of Rehabilitation, local service providers and Habilitation Specialists may be present.

6. All adult issues should be resolved at this final ITP/IPP meeting. Among these issues will be discussing SSI issues, work and living options, need for conservatorship, and a host of other services that San Andreas Regional Center will be able to explain to the student and parents.

7. Final decision should also be made for clients/students not eligible for Regional Center services. The final ITP/IPP meeting will require the VTS or appropriate education specialist to have secured cooperation with alternative agencies. In the case of students with identifiable physical and/or emotional handicaps, the Department of Rehabilitation office in San Jose will accept referrals two years prior to the date the student is to leave school. This preplanning will allow the rehabilitation counselor to insure continuity in services. Options that may be selected are employment, Community Colleges, etc.

The following diagram illustrates the process or road map to Regional Center on alternative adult service providers.

PROCESS OF ITP MEETING ACTIVITIES


yes
set IEP meeting intro transition process address issues & develop
set IEP/ITP meeting update transition goals explore options
is student eligible for or a client of RC?
refer students to Regional Ctr
identify Regional Center case manager thereby opening case file
no
4 years before
3 years before
2 years before
1 year before
ITP meeting to determine alternative services
school & RC develop ITP/IPP
final IEP/ITP alternative transition connections developed
final IEP/ITP/IPP developed
student transitions to adult services at graduation

X Follow-Along

The role of schools in transition is to assist students and parents in preparing for and making transition connections while still in school. California has also defined the schools' role as following the student for two years after movement into employment and the community to: a) monitor and evaluate student outcomes and b) analyze the implications of these outcomes for transition policy and procedure change. To complete this "follow-along", the school will need to have a simple, but efficient tracking system in place, so that they can periodically contact former students/parents and collect data on their status and current needs as well as successes.

A follow-along system can be implemented in stages:

1. Begin transition tracking data collection while the student is still in school (Fill out Transition Tracking Form for each student, figure 8);

2. Begin follow-along activities by conducting school exit interview with student and/or significant other (See figure 9 Follow-up Interview);

3. Contact the student six months to one year after graduation and conduct 2nd follow-up interview by phone or in person (See follow-up Interview);

4. Review follow-up interview data to determine if a) student needs follow-up assistance, and b) data suggest policy or procedural changes which would assist future students in making more effective transitions;

5. Repeat follow-up interview two years after graduation and again determine if student needs assistance or policy/procedural changes are indicated.

Figure 8. ADULT TRANSITION MODEL

TRANSITION TRACKING FORM

SCHOOL _____ VTS _____ SCHOOL YEAR _____ TEACHER _____

Student Information						Adult Agency Status		Transition Outcomes	Follow-up Dates		
Students' Name	Birth Date	Chron Age	Grad-uation Year	ITP Mtg Date	Disability	Agency DR RC	Status/Date 1.Active 2.Inactive 3.Ineligible 4.Unknown	Types of Service Received/Date	1st Attach	2nd Interview	3rd

Figure 9. TRANSITION FOLLOW-UP INTERVIEW

Periodic information gathering from graduates of public school special education programs should provide valuable data for evaluating the transition process, the curriculum, and the post-school services. This follow-up procedure should supply the school with feedback on the strengths and weaknesses of the programs, provide direction for change and become an opportunity to counsel transitioned students who are having problems.

Transition Follow-up Questionnaire: This questionnaire was developed for three follow-up interviews and ease of comparing collected data. The initial interview is given to the exiting student for baseline data and to acquaint him/her with the process. The second interview should be given 6 months to 1 year later to reinforce or reactivate the transition network. The third interview may be given 12 months to 2 years later to assure that a good network has been established. A telephone call to an adult service provider to advocate for an individual having problems is an important by-product of this process.

Another follow-up procedure may be used to test reliability of the data. If signed permission from the transitioned student can be secured, a parent and a significant other may be interviewed and the results then compared with the ex-student's responses.

Transitioned Student (TS) Script: The following script may be used to introduce an interview with a sutdent in transition:

(TS name), we are doing a post-school follow-up to see how you are doing and how we can improve our school program. Our main concern is to help you if you are having any transition problems. We may be able to help you get in contact with someone who can provide the services you may need.

We would like to ask you some questions now, over the phone. These conversations usually take _____ minutes. If this is not convenient, we can schedule a later time.

Thank you for your help.

Significant Other Script: The following script may be used to introduce an interview with a benefactor of a student in transition:

(TS name), has identified you as a person who has knowledge about important events in his/her life and has given us written permission to ask you some questions. We are doing this follow-up to determine how (TS name) is doing in his/her transition into the adult world. This information will help us to improve our school program's curriculum and transition process.

These conversations usually last ____ minutes. If this is not convenient, we would like to schedule another time. (Permission given) We would like to ask some questions now, over the phone.

Thank you for your assistance.

TRANSITION FOLLOW-UP QUESTIONNAIRE

Date of Interview
(1st)____/____/____
(2nd)____/____/____
(3rd)____/____/____

Name:_____ DOB:____/____/____ Phone Number:_____

High School Program:_____ Completion Date:_____

Handicapping Condition:

Blind	Deaf
Emotionally Disturbed	Hard of Hearing
Other Health Impaired	Orthopedically Impaired
Visually Impaired	Specific Learning Disabled
Mentally Retarded	Speech Impaired

Interviewer:_____ Position: _____

Significant Other interviewed: _____ Relationship: _____

1. Where are you presently living?

   With parents, relatives, or foster parents...

   In group home with supervision.....

   In group home without supervision.....

   In apartment with support services.....

   In apartment without support services.....

   Comments: _____

2. (If not living independently ask:) Do you expect to be able to live on your own someday? 1 2 3 Yes; 1 2 3 No.

   If yes, in how many years? 1 2 3 One year; 1 2 3 Two to three years; 1 2 3 Four to five years; 1 2 3 More than five years. What are you doing toward this goal? _____
   _____

3. Do you plan a change in your present living situation? 1 2 3 Yes; 1 2 3 No. If yes, explain:_____
   _____

Current Employment Situation

4. Are you working? 1 2 3 Yes; 1 2 3 No. (If no, go to question #9)

5. What type of job do you have?

   Volunteer work..... 1 2 3 Unpaid training..... 1 2 3

   Sheltered workshop..... 1 2 3 Supported work program...1 2 3

   Regular competitive job 1 2 3 Location: _____

6. How long have you been working at your present job? 1st ____, 2nd ____, 3rd ____ months.

7. How many hours a week do you usually work? 1 2 3 Less than 20 hours; 1 2 3 More than 20 hours.

8. Do you expect to change your present job? 1 2 3 Yes; 1 2 3 No. If yes, explain:_____

9. Where have you worked before?

   Volunteer work..... 1 2 3 Unpaid training..... 1 2 3

   Sheltered workshop..... 1 2 3 Supported work program...1 2 3

   Regular competitive job 1 2 3 Location: _____

10. Why did you leave?_____

Current Social/Leisure Situation:

11. Who do you spend most of your time with? (% of waking hours spent with...estimate for week days and week ends)

	Week Days			Week Ends		
	1st	2nd	3 rd	1st	2nd	3rd
Family.....	____%	____%	____%	____%	____%	____%
Disabled persons.....	____%	____%	____%	____%	____%	____%
Non-disabled persons.....	____%	____%	____%	____%	____%	____%
Alone.....	____%	____%	____%	____%	____%	____%

12. How often do you get out weekly? _____, _____, _____ times weekly.

13. What do you do during leisure hours?_____

Transportation:

14. How do you get to work or community activities?

Bus transportation 1 2 3 Reduced bus fare 1 2 3 Yes; 1 No.

Automobile..... 1 2 3 Drivers license. 1 2 3 No; 1 Yes.

Bicycle..... 1 2 3 Walk..... 1 2 3

Benefactor:

15. Do you have anyone who helps you solve your problems by providing advice, advocacy, or money: 1 2 3 yes; 1 2 3 No.

Adult Service Providers:

17. From what community agencies are you now receiving services?

Regional Center..... 1 2 3 Child & Family Services.. 1 2 3

Vocational Rehabilitation 1 2 3 Social Security Adm..... 1 2 3

Other:_____

18. How often have you seen or heard from your case manager (RC or DR) in the last year? ____, ____, ____ times.
1st 2nd 3rd

19. What services did they provide?_____
_____

20. What do you wish you could have learned at school that would help you now? _____
_____

21. Was this part of your program at school? 1 2 3 Yes; 1 2 3 No.

22. Do you have any other comments or concerns you would like to share with me? _____
_____
_____

23. Interviewer's concerns or comments: _____
_____
_____
_____